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ABSTRACT

This study was designed to develop instruments to measure employee burnout. The Matthews Burnout Scale for Employees is a 50-item self-report measure. The Matthews Burnout Scale for Supervisors is a 50-item scale for use in evaluating employee burnout. Content-based items were tested for construct validity with a group of employees, and their supervisors, previously identified as being on the extreme ends of the burnout continuum. Discriminant analysis was used to determine those items which were successful in identifying the two groups. The resulting questionnaires are content and construct valid. Subsequent study with employees and their supervisors from a wide variety of workplaces established that both scales have high reliabilities and may be used in the workplace and research. Diagnosis of employee burnout enables the organization to institute intervention, or preventive, strategies. Items being considered for new questionnaires, the burnout scales, and the means and standard deviations of the instruments are included in the appendices. (DWH)

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OPERATIONALIZATION OF BURNOUT

by

Doris B. Matthews

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Research funded by:

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TABLE OF CONTENTS

ACKNOWLEDGMENTS v

ABSTRACT vii

INTRODUCTION 1

REVIEW OF THE LITERATURE 5

METHOD 5

RESULTS 6

Content Validity Stage 6
Empirical Validity Stage 7
Reliability Stage 13

CONCLUSION 18

REFERENCES 20

APPENDIX A: Employee Questionnaire 22

APPENDIX B: Supervisor Questionnaire 29

APPENDIX C: Means and Standard Deviations of Items from Original Employee Questionnaire for the Two Extreme Groups . 33

APPENDIX D: Means and Standard Deviations of Items from Original Supervisor Questionnaire for the Two Extreme Groups . 36

APPENDIX E: The Matthews Burnout Scale for Employees 38

APPENDIX F: The Matthews Burnout Scale for Supervisors 41

APPENDIX G: Directions for Scoring the Employee Scale 44

APPENDIX H: Directions for Scoring the Supervisor Scale 45

LIST OF TABLES

1. Item Factor Loadings on the First Factor (Unrotated) 11
2. Results of Rotated Factor Analysis of the Supervisor Scale 12
3. Results of Rotated Factor Analysis of the Employee Scale 12
4. Means, Standard Deviations, and t-tests between the Two Extreme Groups . . 17
5. Means on the Supervisor Scale by Race 19
6. Means and Standard Deviations on the Employee Scale by Marital Status . . 19

LIST OF ILLUSTRATIONS

1. Relative Strengths of Eigenvalues on Prerotated Factors for the Employee Scale 9
2. Relative Strengths of Eigenvalues on Prerotated Factors for the Supervisor Scale 10
3. Distributions of the Two Extreme Groups on the Employee Form 14
4. Distributions of the Two Extreme Groups on the Supervisor Form 15

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ABSTRACT

The study describes the development of two instruments to measure burnout: one self-report scale for employees; and a rater scale for supervisors. A large group of content-based items were tested for construct validity with a group of approximately 300 employees (and their supervisors) previously identified as being on extreme ends of the burnout continuum. Discriminant analysis was used to determine which items were successful in identifying the two groups. The resulting 50 item questionnnaires are content and construct valid. Subsequent study with over 400 employees and their supervisors from a wide variety of workplaces established that both scales have high reliabilities and may be successfully used to test hypotheses. Their use in the workplace and in research should add substantially to the existing knowledge of the burnout syndrome and provide valuable tools for diagnosis of burnout in a variety of helping professions.

OPERATIONALIZATION OF BURNOUT

by

Doris B. Matthews

The concept of burnout is a problem which is recognized instantly by audiences in industrialized societies. Examples of colleagues who clearly are burned out spring instantly to mind. Conventional wisdom lists burnout among the enemies of the human condition. The impact of burnout on health, sense of well-being, and productivity is a growing concern of all kinds of organizations today. Senior managers and other supervisory personnel are becoming increasingly aware of the costs of burnout, both in financial and in human terms, to employers and employees alike. To modify or cure burnout in valuable employees, companies seem eager to allot resources, create special programs, and realign budgets. But despite its ready and early recognition, burnout could remain a diffuse concept, difficult to measure, unsuitable for reliable classification of employees, even at the extreme ends of the burnout continuum. This unscientific state of affairs may be tenable for some managerial concepts, but burnout h... all people, organizations, and cultures. It needs to be wiped out.

A first step to the successful treatment of an adverse emotional and bodily condition is its diagnosis. Diagnosis demands at least a crude form of reliable measurement: the condition must be classified ("measured") as present to a treatable degree or not. The research reported here is a serious attempt to make operational the variable, burnout, in terms of a score on pencil-and-paper tests offering consensus that could be confirmed by wide groups of the kind of professionals who ultimately will treat burnout.

The purpose of the study was to develop a self-report scale to assess individual burnout and a rating scale for supervisors to evaluate employee burnout. Evaluation of employee burnout enables the organization to institute intervention or preventive strategies as needed. A search of the literature revealed no supervisory instrument available to employers. Although several self-report instruments are accessible, it seemed advisable to develop both the employee and employer scales concurrently so that the instruments could be used for research on congruency of perception. The instruments are expected to provide additional information in the clarification of the syndrome of burnout.

REVIEW OF THE LITERATURE

Several previous researchers have developed tools or instruments for the identification of burnout. All such instruments are of the self-report type and share the concern for questionable honesty inherent in self-reports.

Maslach and Jackson (1981) developed the *Maslach Burnout Inventory* for use with people employed in human services. The inventory is a 22 item measure with 3 subscales: emotional exhaustion, depersonalization, and personal accomplishment. Various psychometric analyses show that the scale has high reliability and validity as a measure of burnout.

Kafry (1981) constructed the *Tedium Measure*, an instrument for burnout across a broad spectrum of occupations. Tedium is measured by a 21 item questionnaire with a 7 point frequency scale. Validity and reliability data are available.

Several other scales, inventories, or questionnaires appear in the literature. Little evidence of validation exists, however, for those reviewed by the present researcher. Representative examples of this category are the *Burnout Scale* constructed by Freudenberger (1980) and the *Burnout Inventory* by Potter (1980). Instruments for teachers in this category are the *Teacher Stress and Burnout Inventory* by Warren (1982) and the *Teacher Questionnaire for Burnout* by Fielding and Gall (1982).

All burnout assessment tests reviewed by the researcher seem appropriate for self-assessment. To varying degrees, they support the identification of symptoms which allow a person to decide if intervention or preventive strategies are needed. They doubtlessly thus serve the public interest.

Although there are many different scientific and popular definitions and formulations of burnout, almost all incorporate the notion that burnout is a response to stress encountered on the job. Persons in occupations which are people-oriented tend to be more susceptible to the syndrome than others.

Potter (1980) thinks that burnout is neither a physical ailment nor a neurosis, although the condition has both physical and psychological attributes. According to Potter, a person suffering from burnout loses the will and ability to mobilize interests and capabilities. Freudenberger and Richelson (1980) describe a person with the syndrome as one who has depleted the physical and mental resources of the body while striving to reach some unrealistic expectation. Another source (Pines, Aronson, and Kafry, 1981) gives three components of burnout: physical exhaustion characterized by low energy, chronic fatigue, weakness, and weariness; emotional exhaustion involving feelings of depression, helplessness, hopelessness, and entrapment; and mental exhaustion depicted by the development of negative attitudes toward self, work, and life. To the list of descriptors suggested by others, Maslach (1982) adds depersonalization and reduced personal accomplishments.

Some theorists (Farber, 1983; Edelwich and Brodsky, 1980; Tubesing, Sippel, and Tubesing, 1981) view burnout as a slow, eroding process. Seldom does it begin with major symptoms. Normally, the initial signals are minor ones which, if not attended to, grow into symptoms of major proportion that can no longer be ignored. Once people start down the pathway of disillusionment, once they have tasted the staleness of continuing frustration, burnout tends to perpetuate itself through its own momentum, leading individuals on to cynical attitudes, emotional exhaustion, apathy, and loss of vitality and spiritual zest. Thus, burnout can be conceptualized as a function of the stresses engendered by individual, work-related, and societal factors. The final stage in a progression of unsuccessful attempts to cope with a variety of negative stress conditions is burnout. According to Edelwich and Brodsky, the progression goes from enthusiasm to stagnation to frustration and finally to apathy, as a result of conditions of work. In order to alleviate and possibly eliminate burnout, there must be direct intervention aimed at interrupting the self-perpetuating cycle.

Ianni and Reuss-Ianni (1983) describe burnout as a distinct entity which is characterized by several key features. First, it is a malady with specific contemporary roots in the Western society. This notion does not preclude the possibility that it has always existed and has only recently been recognized and labeled, but rather suggests that it seems related somehow to modern living. Second, it is peculiarly related to the workplace. When it is discovered and recognized, its first symptoms are almost always negative responses to the job and work dissatisfaction. Burnout seems to occur in those situations where the stresses of the job or work role become internalized, leading either to somatization of symptoms or loss of self-esteem, or both.

There is consensus that the symptoms of burnout include attitudinal, emotional, and physical components. The subtle pattern of symptoms, behaviors, and attitudes is unique because people react to stressors individualistically. However, burnout appears to result in reduced efficiency, psychosomatic diseases, loss of energy, loss of interest, loss of confidence, cynicism, rigid adherence to rules, extreme detachment from persons, and sometimes a singular incident of unusual (for that individual) conduct. Burnout occurs on a continuum. A person may pass through several warning stages before reaching the final stage of burnout. Because of the progressive nature of the syndrome, individuals, companies, and institutions would benefit from early recognition. Early recognition enables the employer and employee to make changes to prevent development into the final stages.

In addition to theoretical analyses, correlational studies assist with defining the various facets of burnout. Although the majority of research deals with the helping professions, the burnout syndrome extends in all other occupations.

Alexander (1980) presents three case histories of burnout victims in air traffic controllers. Their burnout is characterized by depression, anxiety, fear of midair collision, insomnia, and lack of confidence in job capabilities.

In a study with child protective service workers, Harrison (1980) reports that role conflict and role ambiguity correlate highly with burnout. Jackson and Maslach (1982) found that police officers who were experiencing burnout were more likely to display anger, to spend time away from home, to be uninvolved with concerns of family life, and to have resulting unhappy marriages. In the medical profession, Jones (1981) found that nurses who were burned out extended their work breaks more often than other nurses.

In the day care setting, Maslach and Pines (1977) found a number of correlates to burnout. Results from a survey of 83 staff members show that (a) staff-child ratio had an impact on the staff's reaction to the job and to children, (b) long hours of direct contact with children were associated with stress and negative attitudes, (c) "time-out" periods helped prevent burnout, (d) regular staff meetings increased job satisfaction, and (e) good work relationships were associated with job satisfaction.

Pines and Maslach (1978) examined staff for burnout in the mental health settings. A survey study with 76 staff members in various mental health facilities showed that the longer staff worked in the mental health field, the less they liked working with patients, the less successful they felt with them, and the less humanistic were their attitudes toward mental illness.

Thompson (1980) studied houseparents of emotionally disturbed adolescents. For males, high burnout correlated with salary level, screening prospective residents, and having no decision-making power in accepting residents. For females, high burnout correlated with screening prospective residents and running group meetings with residents.

Chiaramonte (1983) found clergymen to suffer from burnout, also. In his study he found younger clergy experience stronger and more intense feelings of emotional exhaustion than older clergy. The research reports that burnout is predicted by resistance to intimacy, role ambiguity, role conflict, and deficiency of self-actualization.

Much of the reported research tends to be in various levels of education. Ensor (1983), looking at elementary teachers, found the ten best predictors of burnout to be overload, teaching satisfaction, significance, feedback, sharing social reality, social feedback, variety, underload, supervisors, and age. In a study with 162 teachers in junior high and middle schools, researchers (Fielding and Gall, 1982) found teachers having negative attitudes and beliefs about students, an external locus of control, and low tolerance for

ambiguity reported more stress and burnout than other teachers. Principals (Dunn, 1981) report administrative constraints as a major cause of burnout. Dunn's findings show female principals to perceive more stress in relationship to the job than their male counterparts.

In higher education, Crosby (1982) investigated characteristics of university faculty which correlate with burnout. She found that the total number of stressors, sex, tenure status, direct/active and indirect/inactive coping behaviors were positively correlated while satisfaction with social support was inversely related to burnout scores. In the research, the total number of stressors proved to be the best predictor of burnout. Crosby found, also, female faculty members experiencing more burnout than their male equals.

The research studies described tend to give substance to the untested assumptions of the theorists. The construct of burnout becomes clearer with supportive evidence from the workers.

METHOD

Developing instruments which will be useful as diagnostic tools to measure the construct "burnout" requires optimizing basic psychometric parameters. Content validity refers to the extent to which the items on an instrument may be judged representative of all items within the content area of the test. Construct validity refers to whether an instrument actually measures the construct being investigated. (A construct is the abstract concept created anytime human behavior is classified, typed, or otherwise grouped. In the present study, burnout is the construct of interest.) Reliability is a measure of the accuracy of an instrument, whether across repeated testings (stability) or across test forms (equivalency) or, as in this case, across the items within a test (internal consistency). The researcher designed this study not only to develop the instruments, but to develop them in such a way as simultaneously to ensure and examine their validity and reliability.

In order for instruments to be construct valid, they must first be content valid. Thus, the design involved the development of the original instruments in order to establish the content validity of the items first.

The first phase of the project involved writing a large number of items which were content valid. This project involved three distinct steps. First, the staff reviewed the literature for consensus on the clear constitution of burnout. The resulting definition and list of symptoms were the bases for the second step: writing the items. The items for each scale corresponded to all aspects of burnout as determined from the literature review. Third, a review board representing a cross-section of experts from different fields reviewed and

revised the items. The six member board included a testing expert, a research expert, a school superintendent, a hospital administrator, and two industry executives.

The second phase of the project involved field testing the instruments in such a way as to ensure the construct validity of the items and to select the best items for inclusion on the final questionnaires. The goal was to reduce the item pool to that subset of items which were most nearly related to burnout and were thus successful in discriminating between two extreme groups (at extreme ends of the burnout continuum) based on empirical evidence. In order to establish construct validity, the successful performance of any item was defined as the ability of the item to distinguish between extreme groups as determined by an *a priori* decision. Employees at participating institutions previously were selected into one of three groups based on their presumptive position on a burnout scale as determined by senior supervisory or administrative personnel. Neither employees nor their immediate supervisors were aware of the grouping and only the two extreme groups were included in the sample.

This pairing of employees at the extremes of the burnout continuum was the essential step in selecting a set of items which would discriminate between the groups. All participating employees were in one extreme group or the other in equal numbers in each workplace. This placement in groups was carefully supervised to ensure that the decision was made by the top level supervisors and not the immediate supervisor. In this way, the supervisors were unaware of the grouping when they completed the supervisor form for each employee.

The third phase of the study involved field testing the revised instruments in a variety of work settings. The goal in this phase was to obtain scores on a cross-section of a normal population in order to derive reliabilities. Cronbach's alpha was used to compute reliabilities. At the same time, the hypothesis-testing ability of the instruments was examined using a design similar to that in the second phase. Within each workplace, the administrator (not the supervisor who completed the supervisor form) identified a few employees as being on the two extremes of the burnout continuum. It was hypothesized that those identified as burned-out would score significantly higher on both instruments than those employees identified as not burned-out. This phase also examined the relationship between scores on the instruments and such extraneous variables as race, sex, age, and marital status of the supervisors and employees.

RESULTS

Content Validity Stage

For this study, the researcher defined potential victims of burnout as people who occupy interpersonal roles in industries, institutions, agencies, and the human and social

service occupations. The review board and the project staff reached consensus on a definition of burnout. The group defined burnout as a state of emotional, physical, and mental depletion characterized by absenteeism, sickness, apathy, drug dependency, poor interpersonal relationships, decreased mental functioning, and lower job productivity. The employee with burnout is rigid, closed, complacent, apparently content with meeting minimal requirements, and prone to employment termination. The worker without the syndrome is open, enthusiastic, productive, capable of seeing problems as challenges, and satisfied with the organization. A clear distinction was made between the marignal employee and the one with burnout. Although burnout can occur at any time in the work world, it usually occurs after several years on the same job and happens to persons who were once very enthusiastic and productive. The burnout syndrome progresses from conflict to frustration to defeat.

Staff members wrote two sets of items: (1) approximately 200 statements for the employee to answer for oneself as to its frequency (Often, Sometimes, or Seldom); and (2) approximately 150 statements for supervisors to answer about the employee beginning with the stem "This employee . . .," also to be answered Often, Sometimes, or Seldom. The staff discussed each item and considered the wording and content of each to ensure content and face validity.

The review board then met to consider what constitutes burnout and to discuss each potential scale item. The board eliminated some items and revised others, resulting in two instruments for field testing. The employee instrument (Appendix A) consisted of 181 items, 111 stated negatively (indicating burnout) and 70 stated positively (not indicative of burnout). The supervisor instrument (Appendix B) consisted of 118 items, 68 stated negatively and 50 stated positively.

Empirical Validity Stage

The selected employees and their supervisors represented a wide range of occupations. Three businesses, one hospital, three state agencies, one college, and three school districts from various parts of South Carolina agreed to participate. While approximately 300 employees were in the sample, there were only about 100 supervisors, or an average of three employees per supervisor. The 300 participating employees represented only those previously identified as being in one of the two extreme groups.

The supervisors were 73 percent male (27 percent female) and 82 percent white (18 percent black). In age, 26 percent were under 35, 40 percent were 35 to 45, 28 percent were 45 to 55, and 6 percent were over 55. The employees were 27 percent male (73 percent female) and 73 percent white (27 percent black). The ages of the employees were 41 percent under 35, 33 percent from 35 to 45, 14 percent from 45 to 55, and 12 percent over 55.

Selected employees and their supervisors completed their respective questionnaires. Supervisors completed one questionnaire for each of their employees involved in the study. The testing resulted in 263 usable questionnaires from the employees and 293 usable questionnaires from the supervisors.

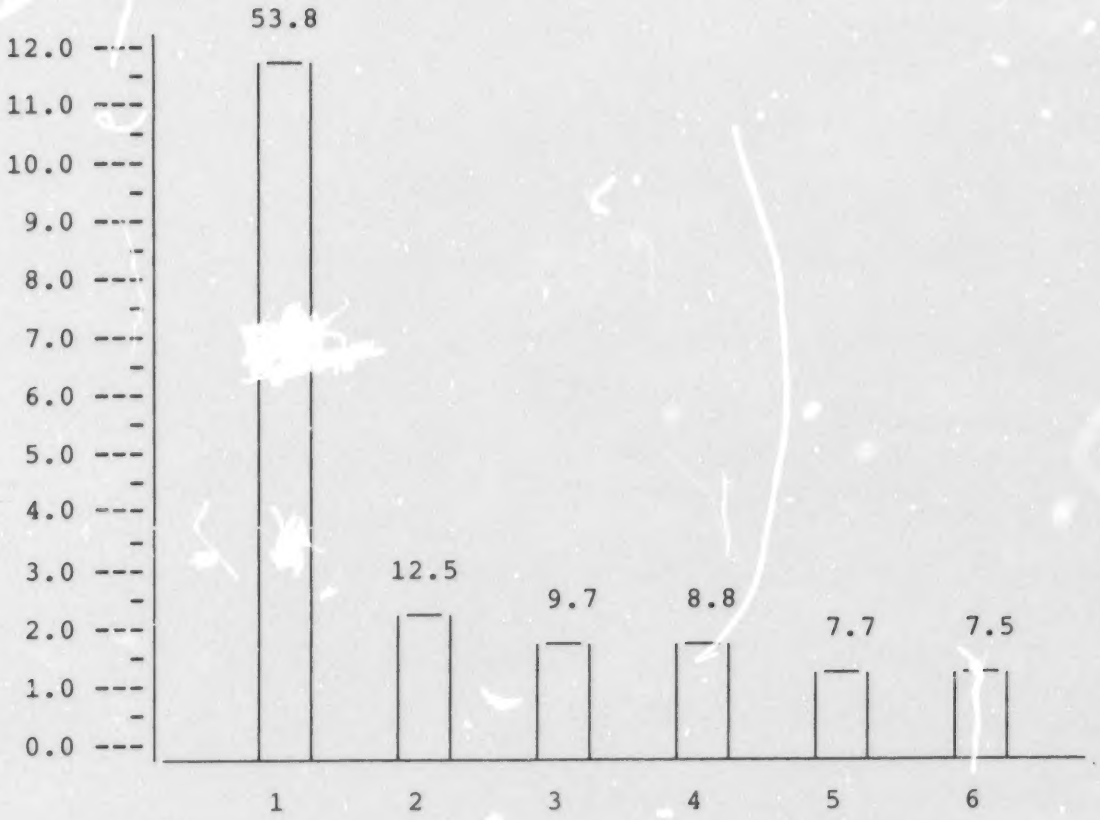
Examination of the mean responses to each item for the two groups determined whether the responses were in the expected direction. The direction of the differences in means between the two extreme groups was as expected for all items although some differences were slight. However, as Smith (1934) noted, the combination of the "best" items in terms of item coefficients does not necessarily form the most valid test. Numerous alternatives, including discriminant analysis, have been suggested to determine the best combination of items.

Discriminant analysis was used to determine a function which best discriminates between the two groups for each of the instruments. The researcher selected items for inclusion based on their canonical correlation with this discriminant function. Two sets of fifty items comprised the final instruments. The means and standard deviations for each item for the two extreme groups on both original scales appear in Appendices C and D. The mean differences correspond closely to the discriminant analysis results. The appendices also indicate the positively and negatively stated items and items from the original questionnaires which remain on the final instruments.

Cronbach's alpha determined the proportion of variance within the items. The estimates were 0.91 for the employee form and 0.95 for the supervisor form (computed using only the fifty remaining items for each form).

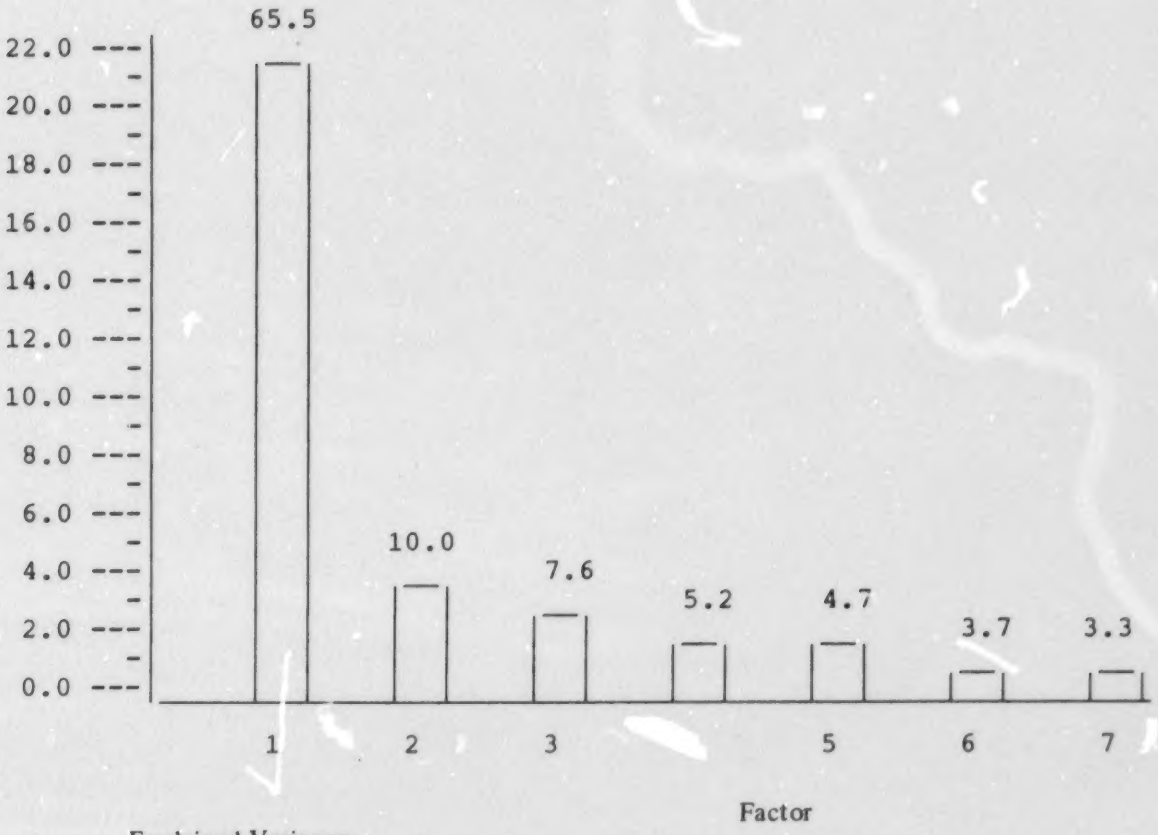
The researcher submitted the results of the pilot test on both test forms, supervisor and employee, now reduced to 50 items each, to a principal components factor analysis. The relative strengths of the first factors may be seen in Figures 1 and 2. The two figures report scales with a single, strong factor in each. The factor loadings of each item on this first factor are in Table 1. It is possible to use the analysis to assert that the items vary together strongly along a single dimension. Unidimensionality of the instruments indicates that they each measure one variable. Given the nature of the items and the properties of the sample, that measured variable is either burnout or another variable quite strongly correlated with (and useful in measurement of) burnout.

The researcher then used a factor analysis using varimax rotation to examine groups of homogeneous items. Tables 2 and 3 report the number of items found to cluster in each of six homogenous subsets of items. A logical analysis of the items within each subset was performed to determine if the subset could be characterized in terms of item content. The



Explained Variance: Factor
Figures above each column represent the percent of the total communality estimate (21.48) explained by each factor.

Fig. 1. Relative strengths of eigenvalues of prerotated factors for the employee scale.



Explained Variance:
Figures above each column represent the percent of the total communality estimate (32.40) explained by each factor.

Fig. 2. Relative strengths of eigenvalues on prerotated factors for the supervisor scale.

TABLE 1

ITEM FACTOR LOADINGS ON THE FIRST FACTOR
(UNROTATED)

Item Number	Factor Loadings		Item Number	Factor Loadings	
	Employee Scale	Supervisor Scale		Employee Scale	Supervisor Scale
1	.59	.39	26	.55	.73
2	.43	.48	27	.62	.67
3	.40	.64	28	.40	.75
4	.32	.69	29	.55	.47
5	.45	.69	30	.59	.62
6	.50	.72	31	.47	.60
7	.53	.76	32	.37	.61
8	.55	.61	33	.24	.72
9	.64	.75	34	.44	.56
10	.64	.69	35	.34	.62
11	.43	.61	36	.34	.56
12	.24	.63	37	.41	.76
13	.30	.74	38	.49	.69
14	.18	.71	39	.60	.54
15	.44	.69	40	.42	.63
16	.44	.71	41	.39	.74
17	.68	.51	42	.60	.70
18	.69	.48	43	.51	.66
19	.48	.60	44	.37	.63
20	.67	.66	45	.35	.64
21	.48	.65	46	.56	.71
22	.61	.78	47	[illegible]	.72
23	.53	.75	48	.33	.59
24	.64	.62	49	.38	.68
25	.35	.52	50	.40	.59

TABLE 2

RESULTS OF ROTATED FACTOR ANALYSIS OF THE SUPERVISOR SCALE

Factor	Number of Items	Factor Name	Variance Explained by Each Factor
1	18	work performance	5.27
2	11	interpersonal relationships	4.36
3	10	work attitudes	3.77
4	4	energy level	3.21
5	3	organizational skills	3.03
6	4	emotionality	1.85

TABLE 3

RESULTS OF ROTATED FACTOR ANALYSIS OF THE EMPLOYEE SCALE

Factor	Number of Items	Factor Name	Variance Explained by Each Factor
1	12	work attitudes	9.13
2	11	role adjustment	6.68
3	9	locus of control	5.55
4	9	coping skills	3.56
5	6	personal adjustment	3.19
6	3	temperament	3.11

researcher was able to identify similar properties among the items in each subset. These properties are reported as factor names in the tables.

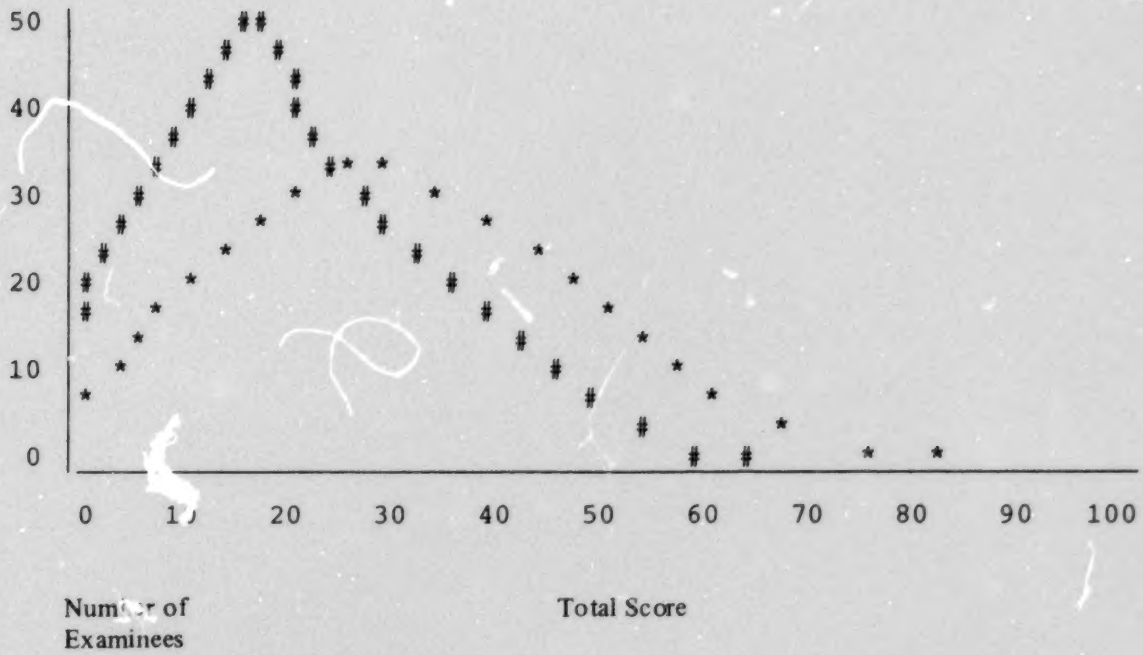
In constructing the final form of the tests, the researcher changed the order of some of the items to improve the face validity of the instruments. For instance, each questionnaire begins and ends with a positively stated item, and the positively and negatively stated items form no pattern. The reordered versions of the tests may be examined in Appendices E and F.

Determination of a scoring formula for each scale provides a range of possible scores from 0 to 100 with 0 being least burned-out and 100 being most burned-out (Appendices G and H). This formula involves reversing the positively stated items and then scoring 2 points for Often, 1 point for Sometimes, and 0 points for Seldom. Application of the formula resulted in burnout scores for each subject in the pilot test on the "new" 50 item instruments. Although simple and easy to compute, this formula seems valid when compared to more complex scoring formulas. For instance, derivation of burnout scores using factor weights from the original principal components factor analysis were computed. Correlation of this complex but mathematically appealing measure with the formula score was computed for each test, producing a correlation coefficient (Pearson r) greater than .99 for each scale. This near perfect relationship provides strong evidence for the validity of the simple 100 point scale.

Figures 3 and 4 show the distributions of burnout scores for the two extreme groups on each of the questionnaires. While the curves overlap to a considerable extent, they are markedly different in each case. On the employee scale, the central half of the distribution of scores ranged from 12 to 28 for employees identified as having a low degree of burnout. Comparable scores for those identified as having high burnout levels were 17 to 41. When the supervisors rated the two groups, the central half of the scores of the low burnout group ranged from 2 to 17, while comparable scores for the high burnout were 8 and 45. However, examination of Figure 4 reveals a more complex distribution for the supervisor scale responses of the high burnout group. Apparently, the scale identified the subjects as being in two distinct groups as evidenced by the bimodal distribution.

Reliability Stage

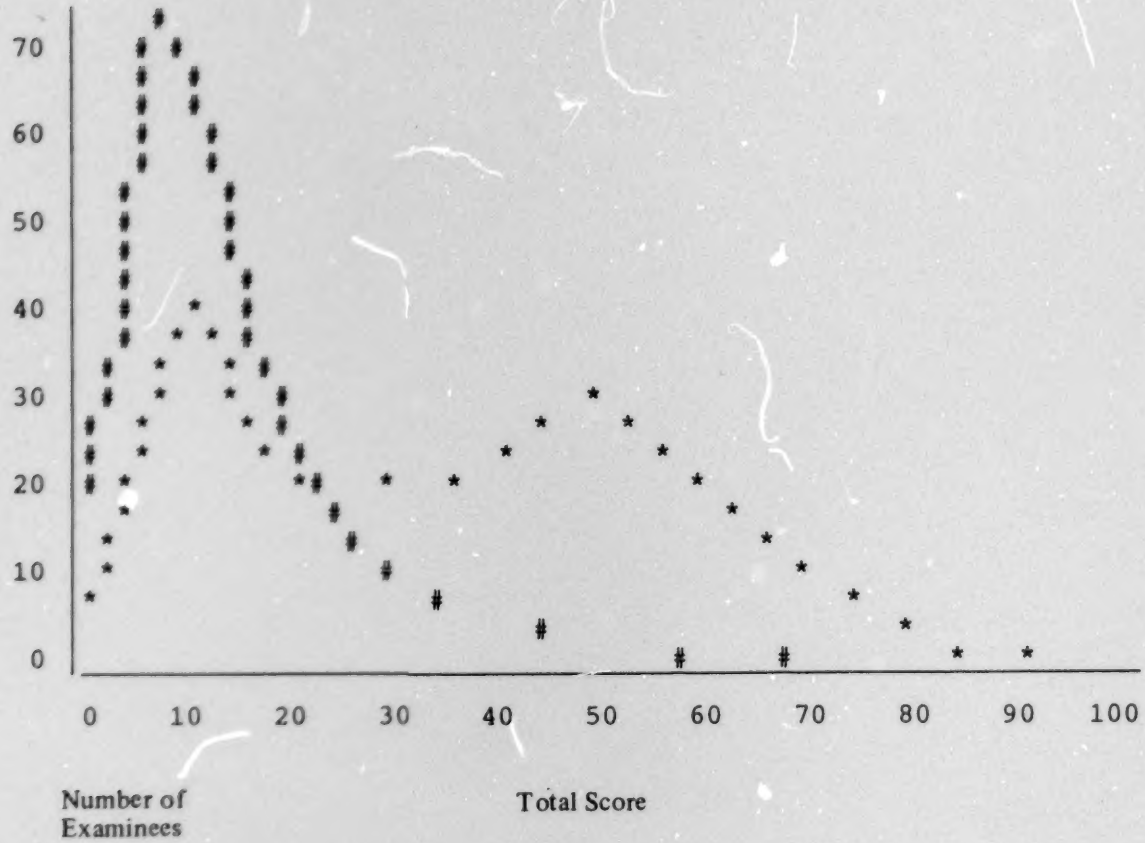
One college, one high school, one hospital, three agencies (a highway patrol office, a post office, and a health department), four businesses (a bank, a newspaper, a manufacturing plant, and a nuclear plant), and four elementary schools participated in the reliability phase of the study. The participating organizations varied widely in size and were



\# Represents the distribution of employees identified as showing no signs of burnout.

* Represents the distribution of employees identified as having a tendency toward burnout.

Fig. 3. Distributions of the two extreme groups on the employee form.



\# Represents the distribution of employees identified as showing no signs of burnout.
* Represents the distribution of employees identified as having a tendency toward burnout.

Fig. 4. Distribution of the two extreme groups on the supervisor form.

located across the midlands and lowlands of South Carolina including the counties of Aiken, Allendale, Bamberg, Barnwell, Calhoun, Colleton, Lexington, Orangeburg, and Richland. A total of 419 employees and their supervisors satisfactorily completed the two respective scales. The supervisors were 54 percent male and 46 percent female, 87 percent white and 13 percent black, and approximately 90 percent married. The employees were 33 percent male and 67 percent female, 71 percent white and 29 percent black, and approximately 90 percent married. The employees had been on the job an average of 8.4 years, ranging from less than one year to more than 35 years.

Reliability. The reliability (Cronbach's alpha) of the employee scale was .90. The reliability of the supervisor scale was .95. Total variance on the employee and supervisor forms, respectively, was 194.5 and 343.5, ranging from 0 to 67 and 0 to 90. The means were 25.6 (employee and 23.0 (supervisor).

Hypothesis testing. The researcher tested the hypothesis that employees identified by the administrator as burned out (or approaching the burnout end of the scale) would score significantly higher on both scales than would similar employees identified as not burned out. There were 103 employees identified as least burned out and 80 employees identified as most burned out. Table 4 reports the means, standard deviations, and t-tests for the two groups on the two scales. Both t-tests are significant at the .05 level of significance (the actual probability is less than .0001), indicating that both the employee scale and the supervisor scale may successfully be used for hypothesis testing. The tests also provide further evidence for the construct validity of the two instruments.

Extraneous variables. Several extraneous variables were examined in relation to the two instruments. There were no significant differences between males and females on the employee form ($F = 0.70$; $p = .5562$); nor were there any significant differences on the supervisor form between the sexes of the employees or the supervisors ($F = 2.27$; $p = .0789$).

It should be noted that in examining the extraneous variables, the total number of measures was used for both the employee and supervisor scales. While this number is correct as the number of employees, the number of supervisors is less since supervisors completed one instrument for each employee, ranging from one to about fifteen. In order to ensure anonymity, no names were used and the exact number of supervisors is unknown. Those supervisors who completed more than one scale introduce a source of rater bias impossible to remove from the measures. This should be noted when examining the tests on extraneous variables for the supervisors only.

TABLE 4

MEANS, STANDARD DEVIATIONS, AND T–TESTS BETWEEN THE TWO EXTREME GROUPS

	N	Mean	Standard Deviation	t-value
Employee Scale				
Most Burned Out	30	32.04	14.65	
				4.26 *
Least Burned Out	103	23.40	12.74	
Supervisor Scale				
Most Burned Out	80	38.46	20.37	
				9.67 *
Least Burned Out	103	12.91	13.57	

* represents significant t-values at the .05 level

There was no significant correlation between the length of time an employee had been on the job and their score on the employee scale (r = -.04) and only a low correlation between the length of time on the job and scores on the supervisor scale (r = -.15).

There was no significant difference between blacks and whites on the employee scale (F = 1.98, p = .0801). There was, however, a significant difference between blacks and whites on the supervisor form. Table 5 reports the means and standard deviations on the supervisor scale by racial groups. While black supervisors tended to rate white employees higher (more burned out) than black employees, and white supervisors tended to rate black employees higher (more burned out) than white employees (not significant, F - 2.25, p = .2068), black employees were rated higher (more burned out) than white employees (significant, F = 3.79, p = .0233), and black supervisors rated all employees higher than did white supervisors (significant, F = 7.99, p = .0049).

Single employees scored higher on the employee scale than did married employees (F = 4.21, p = .0011). Table 6 gives the means and standard deviations by marital status. No differences were found due to the marital status of the supervisors (F = .45, p = .7248).

CONCLUSION

The development of the Matthews Burnout Scales has resulted in two scales for measuring burnout in employees: one, a self-report scale for the employees; and the other a scale for the supervisors. The development procedures provide clear evidence of the content validity, construct validity, and reliability of the two instruments.

The two new instruments developed in this study should provide invaluable new tools for assessing burnout both in practical situations in the workplace and in conducting further research. The development of a supervisor rater scale is particularly important since no previous rater scale is available.

The value of the Matthews Burnout Scales lies in their application in the workplace. The instruments were designed to be applicable in a variety of work situations. Organizations concerned about burnout need early detection of the syndrome so that burnout causes (climate, goal expectations, frequency of feedback, involvement of employee in product quality, and amount of peer interaction) could be examined and changed. Identification of burnout tendencies for the employee allows the worker to initiate a program of intervention or prevention such as cognitive restructuring, time management, relaxation exercises, physical exercise, or seeking professional help. The instruments provide valuable tools for research and the diagnosis of burnout.

TABLE 5

MEANS ON THE SUPERVISOR SCALE BY RACE

			Supervi...	
		White	Black	Total
	N	280	21	301
White	Mean	20.57	34.10	21.51
	St. Dev.	18.00	22.09	18.60
Employee				
	N	82	32	114
Black	Mean	25.79	29.34	26.79
	St. Dev.	25.16	17.68	17.48
	N	365	54	419
	Mean	21.87	30.70	23.56
	St. Dev.	18.12	19.67	18.53

TABLE 6

MEANS AND STANDARD DEVIATIONS ON THE EMPLOYEE SCALE BY MARITAL STATUS

Marital Status	N	Mean	Standard Deviation
Single	75	29.97	13.88
Married	232	22.46	12.81
Separated	5	22.60	20.37
Divorced	20	23.80	11.63
Widowed	4	14.75	4.92
Other	1	20.00	---

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APPENDIX A

EMPLOYEE QUESTIONNAIRE

The following questions are being considered for a new questionnaire which is being developed. Please answer each statement by placing a checkmark in the space to the right indicating whether the statement applies to you "Often," "Sometimes," or "Seldom." You do not need to put your name on the questionnaire. The results will be used only to revise the questions for future use and no one will know how you answered any questions, so please answer each question honestly. Your cooperation is greatly appreciated.

	Often	Sometimes	Seldom
1. I day dream about quitting my job.			
2. My work assignments are completed on schedule.			
3. I solve problems at work over which I have little control.			
4. I need to extend deadlines.			
5. I find myself swamped in red tape and paperwork.			
6. Work is boring.			
7. I feel a sense of accomplishment when the workday is over.			
8. I look forward to going to work.			
9. Work is challenging.			
10. I register formal complaints with my supervisor.			
11. When I get home, I complain about the office.			
12. I look for new ideas to help my work.			
13. I require help with my workload.			
14. My supervisor leaves me with little or nothing to do.			
15. My supervisor gives me too many tasks at once.			
16. My supervisor assigns jobs without clear directions.			
17. I know whom to talk when I have a problem at work.			
18. I plan activities so there is plenty of time.			
19. My workplace is dreary and unattractive.			
20. I prefer to finish my work late if I can improve it.			
21. I make valuable contributions at work.			
22. I perform tasks at work for which I am not trained.			
23. My career has direction.			
24. The specific duties I perform are challenging.			

	Often	Sometimes	Seldom
25. I have to answer to more than one supervisor.	_____	_____	_____
26. My duties conflict with each other.	_____	_____	_____
27. My best skills are utilized.	_____	_____	_____
28. My workplace is characterized by openness.	_____	_____	_____
29. The workday passes quickly.	_____	_____	_____
30. I am confused as to what my supervisor wants.	_____	_____	_____
31. Dissatisfied with my current job, I consider new options.	_____	_____	_____
32. I change the way things are done.	_____	_____	_____
33. I am enthusiastic about my future.	_____	_____	_____
34. I feel frustrated about my career.	_____	_____	_____
35. I see little opportunity for advancement with my occupation.	_____	_____	_____
36. I relax by closing my eyes and daydreaming for a few minutes.	_____	_____	_____
37. I find myself smoking cigarettes to quiet my nerves.	_____	_____	_____
38. I drink too much alcohol.	_____	_____	_____
39. I smile.	_____	_____	_____
40. I stay home from work because of illness.	_____	_____	_____
41. My eyes grow tired and hurt.	_____	_____	_____
42. My lower back aches.	_____	_____	_____
43. I have headaches.	_____	_____	_____
44. I need to rest when I get home from work.	_____	_____	_____
45. New job assignments give me a nervous stomach.	_____	_____	_____
46. I take tranquilizers.	_____	_____	_____
47. I take nonprescription drugs such as aspirin.	_____	_____	_____
48. My neck muscles grow stiff.	_____	_____	_____
49. I do stretching exercises to relax my muscles.	_____	_____	_____
50. I find myself nervously tapping my fingers or feet.	_____	_____	_____
51. I sleep well.	_____	_____	_____
52. I am awake during the night.	_____	_____	_____
53. I awake in the morning full of energy.	_____	_____	_____
54. I enjoy regular exercise.	_____	_____	_____
55. It is difficult to fit exercise into my hectic schedule.	_____	_____	_____

	Often	Sometimes	Seldom
56. I am too tired after work for strenuous exercise.	_____	_____	_____
57. I tend to oversleep.	_____	_____	_____
58. I require medical attention.	_____	_____	_____
59. I worry about my health.	_____	_____	_____
60. I seem to catch colds.	_____	_____	_____
61. People say I look healthy.	_____	_____	_____
62. I eat a regular, balanced diet.	_____	_____	_____
63. I tend to overeat.	_____	_____	_____
64. My blood pressure is too high.	_____	_____	_____
65. I consider myself in good general health.	_____	_____	_____
66. I awake more tired than when I went to sleep.	_____	_____	_____
67. I find time to unwind and relax.	_____	_____	_____
68. I feel refreshed after a short break.	_____	_____	_____
69. I am too tired to do a really good job.	_____	_____	_____
70. My job affects my health negatively.	_____	_____	_____
71. I look calm but am inwardly angry.	_____	_____	_____
72. I question whether what I do is of any real value.	_____	_____	_____
73. I feel that society values the job I do.	_____	_____	_____
74. I feel excited about the job I am doing.	_____	_____	_____
75. I feel out of place at work.	_____	_____	_____
76. I spend blocks of time unable to do much more than let my thoughts wander randomly.	_____	_____	_____
77. I find myself frustrated with no recourse.	_____	_____	_____
78. I have feelings of being in a dead-end job.	_____	_____	_____
79. My personal problems interfere with my job.	_____	_____	_____
80. Some of my closest friends are co-workers.	_____	_____	_____
81. I need a "mental health" day off from work.	_____	_____	_____
82. I need to be left alone.	_____	_____	_____
83. I feel manipulated by people.	_____	_____	_____
84. I feel the organization operates efficiently.	_____	_____	_____
85. The system takes care of itself at the expense of the individual.	_____	_____	_____
86. I feel I am the captain of my own destiny.	_____	_____	_____
87. I start with a positive attitude but before long someone has destroyed it.	_____	_____	_____

	Often	Sometimes	Seldom
88. A mistake or error is noticed more than a job well done.	_____	_____	_____
89. I feel that dedication to my job is unappreciated.	_____	_____	_____
90. Job evaluations are accurate appraisals of my performance.	_____	_____	_____
91. My supervisor is unfairly critical of my work.	_____	_____	_____
92. My job is stressful.	_____	_____	_____
93. Despite my efforts, I have conflict on the job.	_____	_____	_____
94. I take myself too seriously.	_____	_____	_____
95. I feel like I am drifting.	_____	_____	_____
96. I feel emotionally exhausted from my work.	_____	_____	_____
97. My work influences the lives of other people positively.	_____	_____	_____
98. I am at the point of tears over my job.	_____	_____	_____
99. I dwell on missed opportunities.	_____	_____	_____
100. I feel alone.	_____	_____	_____
101. I am anxious for the workday to end.	_____	_____	_____
102. My job provides opportunities for growth.	_____	_____	_____
103. I experience wide mood swings.	_____	_____	_____
104. I feel distant from people at work.	_____	_____	_____
105. Depression seems to overcome me.	_____	_____	_____
106. I feel sad.	_____	_____	_____
107. Sex is more trouble than it is worth.	_____	_____	_____
108. I find it easy to talk to my supervisor.	_____	_____	_____
109. Co-workers like to talk to me.	_____	_____	_____
110. I like to share ideas.	_____	_____	_____
111. I make suggestions for improvement.	_____	_____	_____
112. I like to help other people.	_____	_____	_____
113. Working with other people is stressful.	_____	_____	_____
114. My co-workers interpret my feelings accurately.	_____	_____	_____
115. Little things seem to bother me.	_____	_____	_____
116. I socialize with close friends.	_____	_____	_____
117. I view the persons with whom I work as equals.	_____	_____	_____

	Often	Sometimes	Seldom
118. Good ideas come from subordinates.			
119. People misunderstand what I say.			
120. I am willing to compromise.			
121. I have outbursts of temper.			
122. People value my opinion.			
123. I talk with others about problems with the job.			
124. I make people feel bad.			
125. My family supports my endeavors.			
126. I think criticism is helpful.			
127. I accept people who think differently from me.			
128. My co-workers are selfish.			
129. I am successful in relating to people.			
130. I think positively about myself.			
131. Others are important to my success.			
132. I see solving problems as a great challenge.			
133. I feel I am responsible for my success.			
134. It is easy for me to admit a mistake.			
135. I perspire when I talk to co-workers or supervisors.			
136. I feel people tend to gripe about one another.			
137. I say "No" to additional work assignments without guilt.			
138. My faults are overemphasized by my co-workers and supervisors.			
139. I find a friend to discuss problems.			
140. I am too busy for new friendships.			
141. Activities other than work make me feel guilty.			
142. I plan too many activities for each day.			
143. I find myself rushing to complete assignments.			
144. I arrive at work or meetings at the last moment or late.			
145. My life is programmed well.			
146. People appreciate my work.			
147. I meet people whose problems are worse than my own.			
148. I daydream about my future.			

		Often	Sometimes	Seldom
149.	I have difficulty following conversations at work.			
150.	I lose my train of thought.			
151.	I rehearse conversations with my supervisor.			
152.	I organize my time and pl[illegible] ahead.			
153.	I get discouraged by tasks I am unable to handle alone.			
154.	I like to accept responsibility.			
155.	I feel I lack opportunity to make changes in the workplace.			
156.	I find it difficult to concentrate for long periods of time.			
157.	It is difficult for me to think of creative ideas.			
158.	I can find many solutions to problems.			
159.	I seem to have more problems than most people.			
160.	Changes in routine make me apprehensive.			
161.	I feel I have depleted my storehouse of ideas.			
162.	My goals in life are attainable.			
163.	I prioritize m[illegible] goals.			
164.	I make a plan of action to obtain my goals.			
165.	My work affords little opportunity for thinking.			
166.	It is difficult to be creative at work.			
167.	I have a sense of pride when I do my best work.			
168.	New experiences give me an u[illegible]easy feeling.			
169.	I have a clear vision of myself in a new work situation.			
170.	Supervisors and co-workers accuse me unjustly of making mistakes.			
171.	I forget appointments, schedules, or deadlines.			
172.	I find the interests of other people boring.			
173.	I daydream of revenge.			
174.	I daydream of my day of personal fame and fortune.			
175.	I have unusual dreams.			
176.	I am comfortable with who I am.			
177.	I dwell on my defeats or losses.			
178.	I am reminded of my shortcomings.			

	Often	Sometimes	Seldom
179. I feel as if no one understands me.	_____	_____	_____
180. I have been hurt and disappointed by those I have trusted.	_____	_____	_____
181. I have stomach pains.	_____	_____	_____

APPENDIX B

SUPERVISOR QUESTIONNAIRE

The following questions are being considered for a new questionnaire which is being developed. Please answer each statement by placing a checkmark in the space to the right indicating whether the statement applies to your employee "Often," "Sometimes," or "Seldom." You do not need to put their name on the questionnaire. The results will be used only to revise the questions for future use and no one will know how you answered any question, so please answer each question honestly. Your cooperation is greatly appreciated.

	Seldom	Sometimes	Seldom
This employee . . .			
1. talks of resigning the job.	_____	_____	_____
2. completes work assignments on schedule.	_____	_____	_____
3. needs to have deadlines extended.	_____	_____	_____
4. gets swamped in red tape and paperwork.	_____	_____	_____
5. appears to be bored at work.	_____	_____	_____
6. seems satisfied with his/her job performance.	_____	_____	_____
7. looks forward to coming to work.	_____	_____	_____
8. finds work challenging.	_____	_____	_____
9. registers formal complaints.	_____	_____	_____
10. looks for helpful new ideas.	_____	_____	_____
11. requires help with his/her workload.	_____	_____	_____
12. is self-motivated.	_____	_____	_____
13. takes on too many tasks at once.	_____	_____	_____
14. is competent to handle the job.	_____	_____	_____
15. understands directions.	_____	_____	_____
16. plans activities so there is plenty of time.	_____	_____	_____
17. prefers to finish work late in order to improve performance.	_____	_____	_____
18. makes valuable contributions at work.	_____	_____	_____
19. performs tasks at work for which he/she is not trained.	_____	_____	_____
20. is career-oriented.	_____	_____	_____
21. finds tasks tedious.	_____	_____	_____
22. has skills which are not being utilized.	_____	_____	_____

This employee . . .	Often	Sometimes	Seldom
23. seems irritated.			
24. seems dissatisfied with the job.			
25. is enthusiastic about his/her future.			
26. is frustrated about his/her career.			
27. exhibits satisfactory production levels.			
28. exhibits potential for advancement.			
29. appears to be overly stressed.			
30. smiles.			
31. stays home from work because of illness.			
32. complains of eyestrain.			
33. complains of backaches.			
34. complains of headaches.			
35. seems uneasy with new job assignments.			
36. complains of stiff neck muscles.			
37. exhibits nervous behavior.			
38. appears full of energy in the morning.			
39. complains of allergies.			
40. seems worried about his/her health.			
41. catches colds.			
42. looks healthy.			
43. expresses an interest in proper nutrition.			
44. complains of high blood pressure.			
45. appears too tired to do a really good job.			
46. appears to be angry.			
47. questions the value of some work related tasks.			
48. appears excited about the job.			
49. seems out of place at work.			
50. wastes time.			
51. appears frustrated.			
52. has personal problems which interfere with the job.			
53. forms friendships at work.			
54. is open.			
55. needs to be left alone.			

This employee . . .	Often	Sometimes	Seldom
56. is easily manipulated.			
57. is overwhelmed by bureaucracy.			
58. has a positive attitude.			
59. is dedicated to the job.			
60. agrees with the evaluation of his/her job performance.			
61. seems to find his or her job stressful.			
62. is argumentative.			
63. appears to be drifting.			
64. seems exhausted from his/her work.			
65. positively influences the lives of other people through his/her work.			
66. seems lonely.			
67. seems anxious for the workday to end.			
68. performs duties for which he/she is educationally unprepared.			
69. experiences wide mood swings.			
70. seems distant from people at work.			
71. seems depressed.			
72. seems sad.			
73. converses easily.			
74. shares ideas.			
75. makes suggestions for improvement.			
76. helps other people.			
77. finds working with other people stressful.			
78. is difficult to interpret.			
79. seems bothered by little things.			
80. views co-workers as equals.			
81. seems to feel misunderstood.			
82. finds it difficult to compromise.			
83. has outbursts of temper.			
84. has valuable opinions.			
85. alienates others.			
86. accepts people who think differently.			

This employee . . .	Often	Sometimes	Seldom
87. is successful in relating to people.			
88. seems trusting.			
89. relies on others.			
90. works cooperatively.			
91. admits mistakes easily.			
92. says "No" to additional work assignments.			
93. seems overly sensitive to criticism.			
94. talks about problems.			
95. plans too many activities for each day.			
96. has to rush to complete assignments.			
97. arrives at meetings at the last moment or late.			
98. seems organized.			
99. does excellent work.			
100. daydreams.			
101. seems to have difficulty following conversations at work.			
102. seems to lose his/her train of thought.			
103. organizes time and plans ahead.			
104. gets discouraged by tasks he/she cannot handle alone.			
105. likes to accept responsibility.			
106. finds it difficult to concentrate for long periods of time.			
107. finds many solutions to a problem.			
108. seems to have more problems than most people.			
109. seems apprehensive of changes in routine.			
110. prioritizes tasks.			
111. requires close supervision.			
112. is creative at work.			
113. has a sense of pride in his/her work.			
114. forgets appointments, schedules, or deadlines.			
115. seems comfortable with himself/herself.			
116. dwells on defeats or losses.			
117. feels persecuted.			
118. takes himself/herself too seriously.			

APPENDIX C

MEANS AND STANDARD DEVIATIONS OF ITEMS FROM ORIGINAL EMPLOYEE QUESTIONNAIRE FOR THE TWO EXTREME GROUPS

Note: The first line for each item represents the non-burned out group; the second line represents the burned out group.

Item		Mean	St. Dev
1		1.52	.62
		1.37	.67
2	*	.18	.41
		.22	.47
3	*	.96	.61
		.98	.66
4		1.61	.56
		1.53	.56
5		.89	.71
		.81	.73
6		1.60	.55
		1.54	.57
7	*	.47	.57
		.58	.61
8	*	.45	.63
	#	.68	.70
9	*	.38	.57
		.47	.65
10		1.19	.70
		1.32	.66
11		1.45	.66
		1.35	.66
12	*	.33	.56
		.37	.60
13		1.69	.50
		1.58	.59
14		1.90	.37
		1.85	.41
15		1.57	.62
		1.45	.62
16		1.67	.55
	#	1.44	.66
17	*	.41	.64
		.47	.67
18	*	.48	.64
		.60	.68
19		1.60	.62
	#	1.40	.74
20	*	1.17	.73
		1.16	.72
21	*	.55	.54
		.58	.59
22		1.30	.66
		1.27	.74
23	*	.67	.76
		.73	.75
24	*	.48	.61
		.60	.65
25		1.11	.83
		.99	.82
26		1.63	.62
	#	1.44	.65
27	*	.45	.56
	#	.69	.70
28	*	.57	.70
		.73	.71
29	*	.44	.54
	#	.61	.63
30		1.69	.54
	#	1.47	.68
31		1.49	.67
	#	1.31	.70
32	*	1.15	.50
		1.19	.63
33	*	.56	.68
	#	.78	.73
34		1.38	.67
	#	1.18	.72
35		1.06	.79
	#	.84	.79
36	*	1.37	.62
		1.46	.62
37		1.68	.62
		1.64	.65
38		1.88	.35
		1.86	.37
39	*	.23	.47
		.35	.57
40		1.72	.50
		1.69	.52
41		1.39	.71
		1.42	.69
42		1.52	.66
		1.49	.67
43		1.43	.67
		1.37	.77
44		.99	.73
		.95	.71
45		1.68	.53
		1.69	.57
46		1.92	.27
		1.87	.34
47		1.48	.59
		1.37	.67
48		1.45	.67
		1.46	.67
49	*	1.22	.70
		1.29	.74
50		1.67	.55
		1.61	.61
51	*	.41	.64
		.43	.62
52		1.61	.58
		1.55	.57
53	*	.74	.68
		.88	.68
54	*	.83	.77
		.91	.74

Appendix C--Continued

Item		Mean	St. Dev
55		1.08	.81
	#	.86	.70
56		1.08	.74
		.92	.68
57		1.74	.46
		1.73	.51
58		1.84	.42
		1.75	.50
59		1.71	.50
		1.60	.56
60		1.79	.46
	#	1.63	.63
61	*	.53	.64
		.69	.72
62	*	.46	.57
		.51	.67
63		1.38	.65
		1.27	.69
64		1.86	.43
	#	1.72	.56
65	*	.21	.48
		.32	.59
66		1.64	.53
		1.58	.59
67	*	.61	.65
	#	.83	.74
68	*	.50	.60
	#	.69	.62
69		1.80	.40
		1.69	.52
70		1.77	.47
		1.69	.56
71		1.56	.62
		1.46	.65
72		1.49	.59
	#	1.31	.68
73	*	1.02	.77
		1.05	.77
74	*	.55	.56
	#	.76	.68
75		1.79	.43
		1.70	.52
76		1.88	.35
	#	1.76	.51

Item		Mean	St. Dev
77		1.62	.55
		1.51	.67
78		1.52	.67
	#	1.15	.77
79		1.89	.31
		1.82	.40
80	*	.93	.82
		.99	.85
81		1.31	.62
		1.17	.65
82		1.30	.54
		1.29	.59
83		1.65	.49
		1.57	.60
84	*	.77	.64
	#	.97	.68
85		1.17	.70
		.99	.71
86	*	.64	.63
		.79	.77
87		1.52	.59
	#	1.30	.66
88		.99	.80
	#	.76	.75
89		1.22	.72
	#	.88	.70
90	*	.77	.73
	#	1.10	.79
91		1.86	.39
	#	1.68	.56
92		.98	.71
		.82	.72
93		1.67	.50
		1.53	.59
94		1.17	.62
		1.17	.72
95		1.77	.43
	#	1.60	.62
96		1.24	.66
		1.08	.69
97	*	.41	.55
	#	.64	.62
98		1.88	.33
		1.80	.44

Item		Mean	St. Dev
99		1.77	.46
		1.74	.47
100		1.77	.47
	#	1.61	.59
101		1.23	.65
		1.07	.67
102	*	1.02	.75
		1.21	.75
103		1.66	.55
		1.61	.61
104		1.67	.58
		1.60	.60
105		1.86	.37
	#	1.73	.51
106		1.79	.41
		1.69	.51
107		1.70	.55
		1.62	.55
108	*	.33	.56
	#	.65	.74
109	*	.30	.46
	#	.46	.53
110	*	.31	.50
		.27	.46
111	*	.50	.53
		.56	.61
112	*	.13	.38
		.17	.41
113		1.54	.54
		1.48	.60
114	*	.68	.62
		.83	.63
115		1.45	.62
		1.48	.65
116	*	.54	.66
		.66	.73
117	*	.27	.53
		.21	.43
118	*	.68	.60
		.66	.62
119		1.46	.63
		1.35	.58
120	*	.30	.51
	#	.53	.56

Appendix C—Continued

Item		Mean	St. Dev
121		1.72	.48
		1.63	.52
122	•	.61	.49
		.73	.54
123	•	.86	.64
		.80	.64
124		1.85	.42
		1.79	.44
125	•	.27	.53
		.37	.61
126	•	.67	.50
		.75	.52
127	•	.30	.54
		.42	.54
128		1.67	.52
		1.65	.55
129	•	.36	.54
		.41	.54
130	•	.22	.43
	#	.34	.51
131	•	.34	.54
		.43	.57
132	•	.27	.44
	#	.40	.55
133	•	.16	.39
	#	.31	.50
134	•	.46	.60
		.53	.60
135		1.72	.58
		1.71	.52
136		.86	.62
		.79	.66
137	•	1.42	.65
		1.34	.70
138		1.81	.46
	#	1.66	.59
139	•	.75	.67
		.77	.63
140		1.70	.54
	#	1.54	.64
141		1.79	.48
		1.78	.50
142		1.35	.67
		1.43	.62
143		1.17	.62
		1.15	.59
144		1.65	.59
		1.67	.56
145	•	.63	.63
		.77	.71
146	•	.62	.56
	#	.81	.58
147	•	.42	.53
		.49	.55
148		1.13	.65
		1.22	.68
149		1.81	.41
		1.76	.48
150		1.71	.50
		1.63	.54
151		1.68	.56
		1.63	.53
152	•	.36	.48
	#	.52	.62
153		1.48	.56
		1.43	.62
154	•	.27	.44
	#	.42	.59
155		1.23	.68
	#	.97	.71
156		1.70	.47
		1.63	.57
157		1.49	.59
		1.46	.64
158	•	.62	.57
		.63	.58
159		1.84	.41
	#	1.71	.50
160		1.58	.57
		1.46	.59
161		1.67	.47
		1.58	.55
162	•	.49	.65
		.57	.70
163	•	.37	.57
	#	.59	.72
164	•	.42	.57
		.57	.63
165		1.68	.60
	#	1.48	.66
166		1.52	.67
	#	1.28	.70
167	•	.05	.21
		.11	.39
168		1.52	.56
		1.44	.60
169		.88	.73
		.95	.70
170		1.93	.33
	#	1.82	.44
171		1.86	.34
		1.76	.50
172		1.79	.45
	#	1.66	.51
173		1.85	.42
		1.77	.49
174		1.36	.69
		1.39	.66
175		1.70	.53
		1.71	.55
176	•	.25	.50
		.35	.61
177		1.77	.47
		1.66	.59
178		1.65	.51
	#	1.42	.64
179		1.69	.53
		1.62	.56
180		1.52	.61
		1.41	.64
181		1.78	.48
	#	1.63	.62

• Positive items (yet to be reversed).
Items which remain on final instrument.

APPENDIX D

MEANS AND STANDARD DEVIATIONS OF ITEMS FROM ORIGINAL SUPERVISOR QUESTIONNAIRE FOR THE TWO EXTREME GROUPS

Note: The first line for each item represents the non-burned out group; the second line represents the burned out group.

Item		Mean	St. Dev
1		1.91	.32
	#	1.62	.57
2	*	.36	.67
		.57	.68
3		1.72	.50
		1.42	.66
4		1.69	.56
	#	1.35	.70
5		1.85	.36
	#	1.58	.65
6	*	.21	.48
		.48	.65
7	*	.31	.49
	#	.72	.75
8	*	.27	.49
	#	.62	.72
9		1.44	.58
		1.24	.73
10	*	.34	.53
	#	.82	.77
11		1.74	.50
		1.55	.64
12	*	.16	.41
	#	.66	.76
13		1.64	.54
		1.61	.63
14	*	.09	.32
		.31	.54
15	*	.10	.32
	#	.38	.57
16	*	.32	.55
		.63	.71
17	*	1.33	.76
		1.30	.70
18	*	.29	.52
	#	.73	.74
19		1.34	.73
		1.35	.74
20	*	.39	.63
		.70	.78
21		1.74	.46
	#	1.35	.65
22		1.29	.65
		1.12	.73
23		1.76	.43
	#	1.37	.69
24		1.75	.47
	#	1.40	.69
25	*	.51	.66
		.84	.78
26	*	1.71	.47
		1.43	.66
27	*	.13	.36
	#	.47	.62
28	*	.38	.63
	#	.89	.80
29		1.74	.49
		1.45	.65
30	*	.22	.43
	#	.54	.68
31		1.76	.48
		1.56	.69
32		1.97	.21
		1.90	.36
33		1.93	.31
		1.81	.47
34		1.89	.38
		1.64	.61
35		1.81	.46
		1.59	.61
36		1.98	.15
		1.82	.46
37		1.82	.44
		1.61	.66
38	*	.32	.55
	#	.78	.79
39		1.86	.43
		1.76	.57
40		1.85	.43
		1.58	.68
41		1.88	.33
		1.69	.59
42	*	.16	.45
		.37	.63
43	*	.67	.86
		.92	.85
44		1.96	.20
		1.88	.43
45		1.91	.32
	#	1.64	.64
46		1.86	.36
		1.63	.59
47		1.58	.51
	#	1.20	.73
48	*	.51	.62
		.86	.76
49		1.83	.52
		1.65	.59
50		1.88	.37
	#	1.57	.63
51		1.71	.50
		1.41	.71
52		1.82	.45
		1.65	.64
53	*	.29	.52
	#	.67	.68
54	*	.30	.52
	#	.67	.67

Appendix D–Continued

Item		Mean	St. Dev
55		1.69	.60
		1.46	.63
56		1.84	.41
		1.67	.56
57		1.65	.52
		1.49	.65
58	*	.19	.43
	#	.54	.66
59	*	.16	.38
	#	.47	.60
60	*	.17	.38
		.42	.58
61		1.70	.49
	#	1.31	.66
62		1.84	.41
	#	1.55	.62
63		1.91	.31
	#	1.61	.62
64		1.83	.40
	#	1.46	.67
65	*	.39	.58
	#	.80	.78
66		1.89	.35
	#	1.65	.54
67		1.57	.56
		1.26	.74
68		1.45	.76
		1.40	.74
69		1.84	.43
		1.59	.69
70		1.89	.34
	#	1.50	.62
71		1.90	.30
	#	1.67	.53
72		1.89	.33
		1.67	.58
73	*	.23	.47
	#	.53	.65
74	*	.31	.50
		.63	.74
75	*	.43	.59
		.69	.70
76	*	.31	.55
		.61	.73
77		1.87	.39
		1.63	.58
78		1.79	.47
	#	1.41	.66
79		1.74	.51
		1.42	.72
80	*	.19	.43
	#	.52	.65
81		1.85	.43
	#	1.50	.67
82		1.75	.48
		1.48	.66
83		1.89	.31
		1.65	.59
84	*	.37	.55
		.67	.68
85		1.88	.37
	#	1.58	.61
86	*	.39	.56
		.61	.64
87	*	.22	.47
	#	.59	.64
88	*	.11	.33
	#	.46	.63
89	*	.92	.75
		1.07	.70
90	*	.22	.43
		.48	.55
91	*	.42	.58
	#	.85	.77
92	*	1.80	.44
		1.56	.64
93		1.79	.46
	#	1.43	.70
94	*	1.21	.70
		1.06	.77
95		1.77	.45
		1.68	.56
96		1.65	.52
		1.41	.61
97		1.76	.52
		1.54	.65
98	*	.31	.60
		.63	.78
99	*	.14	.39
	#	.54	.63
100		1.88	.37
		1.68	.58
101		1.96	.20
		1.79	.42
102		1.94	.26
		1.80	.41
103	*	.26	.56
	#	.67	.75
104		1.79	.46
		1.58	.61
105	*	.34	.54
	#	.75	.74
106		1.86	.34
		1.71	.51
107	*	.74	.68
		.95	.76
108		1.89	.38
	#	1.56	.66
109		1.68	.51
	#	1.31	.68
110	*	.33	.57
		.63	.72
111		1.86	.39
	#	1.49	.70
112	*	.44	.64
		.78	.78
113	*	.14	.39
	#	.46	.63
114		1.91	.32
	#	1.54	.67
115	*	.16	.45
	#	.46	.64
116		1.90	.32
	#	1.65	.58
117		1.90	.32
		1.68	.55
118		1.76	.46
		1.53	.62

* Positive items (yet to be reversed).
\# Items which remain on final instrument.

APPENDIX E

THE MATTHEWS BURNOUT SCALE FOR EMPLOYEES

Prepared by

Doris B. Matthews, Ph.D.

Purpose: The Matthews Burnout Scale for Employees is an instrument for assessing personal attitudes and behaviors along the burnout continuum. A high score indicates the need for an intervention program, a moderate score suggests a preventive program, and a low score implies a healthy adjustment. The scale is appropriate for research on burnout, for individual measurement, and for group use in the workplace.

The Matthews Burnout Scale for Employees is an instrument being developed at South Carolina State College. We need your help to field test this new instrument in order to determine its validity and reliability. The information requested below is important for this phase of the study as well as your answers to the questionnaire itself. All information is strictly confidential. Thank you for your cooperation.

Name: _____

Place of Employment: _____

How long with present employer? _____

Name of your immediate supervisor: _____

Circle the appropriate answer to each of the following:

Sex: Male, Female

Race: White, Black, Other

Marital Status: Single, Married, Separated, Divorced, Widowed, Other

Age: under 30, 30 – 39, 40 – 49, 50 – 59, 60 or over

Directions: ***Please read each statement and answer it honestly. Respond by placing a checkmark in the space to the right indicating whether the statement applies to you "Often," "Sometimes," or "Seldom."***

		Often	Sometimes	Seldom
1.	I look forward to going to work.			
2.	My supervisor assigns jobs without clear directions.			
3.	My workplace is dreary and unattractive.			
4.	My best skills are utilized.			
5.	My duties conflict with each other.			
6.	The workday passes quickly.			
7.	I am confused as to what my supervisor wants.			
8.	Dissatisfied with my current job, I consider new options.			
9.	I am enthusiastic about my future.			
10.	I feel frustrated about my career.			
11.	I see little opportunity for advancement with my occupation.			
12.	It is difficult to fit exercise into my hectic schedule.			
13.	I seem to catch colds.			
14.	I find time to unwind and relax.			
15.	I question whether what I do is of any real value.			
16.	I feel excited about the job I am doing.			
17.	I feel refreshed after a short break.			
18.	I spend blocks of time unable to do much more than let my thoughts wander randomly.			
19.	I have feelings of being in a dead-end job.			
20.	I feel the organization operates efficiently.			
21.	My blood pressure is too high.			
22.	I start with a positive attitude but before long someone has destroyed it.			
23.	I feel that dedication to my job is unappreciated.			
24.	Job evaluations are accurate appraisals of my performance.			
25.	My supervisor is unfairly critical of my work.			
26.	I feel like I am drifting.			
27.	My work influences the lives of other people positively.			

		Often	Sometimes	Seldom
28.	I feel alone.	_____	_____	_____
29.	Depression seems to overcome me.	_____	_____	_____
30.	I find it easy to talk to my supervisor.	_____	_____	_____
31.	Co-workers like to talk to me.	_____	_____	_____
32.	A mistake or error is noticed more than a job well done.	_____	_____	_____
33.	I am willing to compromise.	_____	_____	_____
34.	I think positively about myself.	_____	_____	_____
35.	I see solving problems as a great challenge.	_____	_____	_____
36.	I feel I am responsible for my success.	_____	_____	_____
37.	I am too busy for new friendships.	_____	_____	_____
38.	My faults are overemphasized by my co-workers and supervisors.	_____	_____	_____
39.	People appreciate my work.	_____	_____	_____
40.	I organize my time and plan ahead.	_____	_____	_____
41.	I have stomach pains.	_____	_____	_____
42.	I feel I lack opportunity to make changes in the workplace.	_____	_____	_____
43.	I seem to have more problems than most people.	_____	_____	_____
44.	I prioritize my goals.	_____	_____	_____
45.	My work affords little opportunity for thinking.	_____	_____	_____
46.	It is difficult to be creative at work.	_____	_____	_____
47.	Supervisors and co-workers accuse me unjustly of making mistakes.	_____	_____	_____
48.	I find the interests of other people boring.	_____	_____	_____
49.	I am reminded of my shortcomings.	_____	_____	_____
50.	I like to accept responsibility.	_____	_____	_____

APPENDIX F

THE MATTHEWS BURNOUT SCALE FOR SUPERVISORS

Prepared by

Doris B. Matthews, Ph.D.

Purpose: The Matthews Burnout Scale for Supervisors is an instrument designed to assist companies, agencies, and institutions in assessing employees along the burnout continuum. A large number of employees with moderate or high scores suggest organizational change which includes burnout preventive programs. The rater scale is appropriate for research on burnout for individual and group measurement.

The Matthews Burnout Scale for Supervisors is an instrument being developed at South Carolina State College. We need your help to field test this new instrument in order to determine its validity and reliability. The information requested below is important for this phase of the study as well as your answers to the questionnaire itself. All information is strictly confidential. Thank you for your cooperation.

Supervisor's Name: _____

Employee's Name: _____

Place of Employment: _____

Circle the appropriate answer to each of the following as they apply to you (the rater), not the employee.

Sex: Male, Female

Race: White, Black, Other

Marital Status: Single, Married, Separated, Divorced, Widowed, Other

Age: under 30, 30 – 39, 40 – 49, 50 – 59, 60 or over

Directions: ***Please read each statement and answer it honestly. Respond by placing a checkmark in the space to the right indicating whether the statement applies to the employee "Often," "Sometimes," or "Seldom."***

This employee . . .	Often	Sometimes	Seldom
1. looks forward to coming to work.			
2. talks of resigning the job.			
3. gets swamped in red tape and paperwork.			
4. finds work challenging.			
5. appears to be bored at work.			
6. looks for helpful new ideas.			
7. is self-motivated.			
8. understands directions.			
9. finds tasks tedious.			
10. makes valuable contributions at work.			
11. seems irritated.			
12. seems dissatisfied with the job.			
13. exhibits satisfactory production levels.			
14. questions the value of some work related tasks.			
15. exhibits potential for advancement.			
16. smiles.			
17. appears full of energy in the morning.			
18. appears too tired to do a really good job.			
19. wastes time.			
20. forms friendships at work.			
21. is open.			
22. is dedicated to the job.			
23. seems to find his or her job stressful.			
24. is argumentative.			
25. has a positive attitude.			
26. appears to be drifting.			
27. seems exhausted from his/her work.			

	Often	Sometimes	Seldom
This employee . . .			
28. positively influences the lives of other people through his/her work.	_____	_____	_____
29. seems lonely.	_____	_____	_____
30. seems distant from people at work.	_____	_____	_____
31. seems depressed.	_____	_____	_____
32. converses easily.	_____	_____	_____
33. is difficult to interpret.	_____	_____	_____
34. views co-workers as equals.	_____	_____	_____
35. seems to feel misunderstood.	_____	_____	_____
36. is successful in relating to people.	_____	_____	_____
37. alienates others.	_____	_____	_____
38. seems trusting.	_____	_____	_____
39. admits mistakes easily.	_____	_____	_____
40. seems overly sensitive to criticism.	_____	_____	_____
41. does excellent work.	_____	_____	_____
42. organizes time and plans ahead.	_____	_____	_____
43. likes to accept responsibility.	_____	_____	_____
44. seems to have more problems than most people.	_____	_____	_____
45. seems apprehensive of changes in routine.	_____	_____	_____
46. requires close supervision.	_____	_____	_____
47. has a sense of pride in his/her work.	_____	_____	_____
48. forgets appointments, schedules, or deadlines.	_____	_____	_____
49. dwells on defeats or losses.	_____	_____	_____
50. seems comfortable with himself/herself.	_____	_____	_____

APPENDIX G

DIRECTIONS FOR SCORING THE EMPLOYEE SCALE:

1. Count the number of questions to which you responded "Sometimes" (1 point each) . . . . . _____

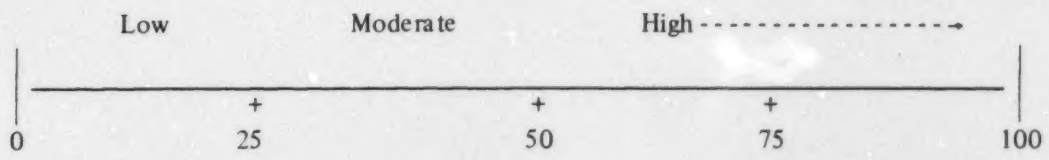
2. Add 2 points for each time you answered "Seldom" to questions 1, 4, 6, 9, 14, 16, 17, 20, 24, 27, 30, 31, 33, 34, 35, 36, 39, 40, 44, or 50 . . . . . _____

3. Add 2 points for each time you answered "Often" to questions 2, 3, 5, 7, 8, 10, 11, 12, 13, 15, 18, 19, 21, 22, 23, 25, 26, 28, 29, 32, 37, 38, 41, 42, 43, 45, 46, 47, 48, or 49 . _____

Total Score (add your three scores together) . . . . . [ ]

Mark your score on the following scale. The possible range of scores is from 0 to 100. The higher you score, the closer you are to burnout (a combination of symptoms you exhibit and stressors in your life and work).

Burnout Scale



DIRECTIONS FOR SCORING THE SUPERVISOR SCALE:

1. Count the number of questions to which you responded "Sometimes" (1 point each) . . . . . _____

2. Add 2 points for each time you answered "Seldom" to questions 1, 4, 6, 7, 8, 10, 13, 15, 16, 17, 20, 21, 22, 25, 28, 32, 34, 36, 38, 39, 41, 42, 43, 47, or 50 . . . . . _____

3. Add 2 points for each time you answered "Often" to questions 2, 3, 5, 9, 11, 12, 14, 18, 19, 23, 24, 26, 27, 29, 30, 31, 33, 35, 37, 40, 44, 45, 46, 48, or 49 . . . . . _____

Total Score (add the three scores together) . . . . . ☐

Mark the employee's score on the following scale. The possible range of scores is from 0 to 100. The higher the score, the closer the employee is to burnout.

Burnout Scale